

The Michigan Merit Examination

The Future for Students,
Workers & Residents in
Michigan

An initiative sponsored by the



- **MEAP had lost credibility with students.**

- Schools now expected to have 95% participation assessments
- Students didn't believe the MEAP-HST was worthwhile
- MEAP-HST took 11 classroom hours to complete

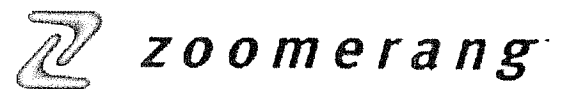
- **MME provides an opportunity for those who didn't think they had a chance at college or a good job.**

- **Work-readiness component of the MME provides an assessment widely recognized by employers.**

Jim Ballard, Executive Director
Michigan Association of
Secondary School Principals

2007 MI Merit Exam Administration

Results Overview



Date: 4/11/2007 5:31 AM PST
Responses: Completes
Filter: No filter applied

1. Did you administer the MME in two days or three days?


Two Days		103	27%
Three Days		283	73%
Total		386	100%

2. Do you plan to used the same schedule for 2008?

Yes		317	85%
No		54	15%
Total		371	100%

79 Responses

3. Did you use an "off site" testing facility?

Yes		71	18%
No		316	82%
Total		387	100%

66 Responses

4. Did you use an "off site" testing facility for day two/three?



Yes		62	17%
No		306	83%
Total		368	100%

5. On Day 1, did you dismiss your freshmen, sophomores, or seniors?

Yes		169	44%
No		217	56%
Total		386	100%



170 Responses

6. Did you provide breakfast for any part of the MME?

Yes		237	62%
No		148	38%
Total		385	100%

231 Responses

7. When compared to your experience with the MEAP-HST, did you incur extra expenses to administer the MME?

Yes		257	69%
No		116	31%
Total		373	100%

262 Responses

8. How would you rate on a scale of 1-5, with 5 being high, the ease of administration of the ACT?

Top number is the count of respondents selecting the option.
Bottom % is percent of the total respondents selecting the option.

1	2	3	4	5
32 8%	86 22%	109 28%	111 29%	47 12%

314 Responses

9. How would you rate on a scale of 1-5, with 5 being high, the ease of administration of the assessments on days 2/3?

Top number is the count of respondents selecting the option.
Bottom % is percent of the total respondents selecting the option.

1	2	3	4	5
33 9%	58 15%	120 31%	130 34%	42 11%


269 Responses

10. Would you use a different strategy next year in terms of your administration of the MME?

Yes		112	30%
No		262	70%
Total		374	100%



137 Responses

11. In terms of value, do you see the MME a more "administratively efficient" assesment tool vs. the MEAP-HST?

Yes		189	54%
No		164	46%
Total		353	100%



234 Responses

12. Did you experience any technical problems (e.g., MME administration manuals, accommodations materials, etc.)?

Yes		187	49%
No		192	51%
Total		379	100%

191 Responses

13. What is your understanding for the delivery timeframe for the ACT?

Results back to school and students within one month		130	36%
Results back to school and students within two months		167	47%
Results back to school and students within three months		37	10%
Results back to school and students within four months		24	7%

months

Total	358	100%
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14. What is your understanding for the delivery timeframe for the WorkKeys?

Results back to school and students within one month	86	25%
Results back to school and students within two months	148	43%
Results back to school and students within three months	57	16%
Results back to school and students within four months	57	16%
Total	348	100%

15. What is your understanding for the delivery timeframe for the entire MME assessment?

Results back to school and students within one month	42	12%
Results back to school and students within two months	112	32%
Results back to school and students within three months	83	24%
Results back to school and students within four months	110	32%
Total	347	100%

16. Did you communicate with parents the importance of the MME for their child and for your school?

Yes	372	97%
No	12	3%
Total	384	100%

88 Responses

17. Did you find a need to invalidate any portions of the MME (e.g., prohibited behavior, violating ACT standards, etc.) for your individual students?

Yes	105	27%
No	277	73%
Total	382	100%

108 Responses

19. Did you get a sense that your students valued the ACT/MME time more than past students doing the MEAP-HST?

Yes	316	84%
No	62	16%
Total	378	100%

133 Responses

2007 MI Merit Exam Administration

Results Overview

Extra cost to administer?

362 responses - 134 printed

Date: 4/11/2007 5:36 AM PST

Responses: Completes

Filter: No filter applied

7. When compared to your experience with the MEAP-HST, did you incur extra expenses to administer the MME?

Response

- 1 rental of two halls, rental of tables, bussing over and back, lunch and snacks, six substitutes times three days - over \$4000.00
- 2 Rental of tables and chairs. hundreds of dollars. District picked up the cost so don't know how much for sure.
- 3 We provided breakfast. Transportation incurred costs since we had two bus runs on day 2 and 3
- 4 TO accommodate special needs students
- 5 We paid for lunches for the students.
- 6 we had to hire additional staff to cover all of the students with accommodations and we provided more food.
- 7 It took more staff to administer so the sub costs were greater. We also bought lunch for them on day one because we tested until almost 1:00. Also we purchased attendance incentive prizes.
- 8 More subs
- 9 Administration costs were directly related to the number of proctors needed for the ACT test and required additional substitute teachers to cover classes for teachers that served as proctors.
- 10 our supt is figuring the costs currently
- 11 Sub costs to have additional test proctors.
- 12 We had to rent an offsite facility. We had to buy DVD players to use with students needing accommodations. We needed more staff release time for students with accommodations. Altogether, testing cost an additional \$1200.
- 13 We incurred expense from additional subs. We had an increased cost because we wanted to have an educational opportunity for a freshman that we needed to get out of the building so we had to pay for bussing for three driver, three busses. We also had to have our custodial staff set our gym and tear down.
- 14 Bussing to offsite and substitute teachers for the in-house teachers who were conducting the MME
- 15 We needed to bring in extra proctors. I'm not sure what the expense was at this time.
- 16 Approx. \$1,500
- 17 Proctors sub cost, bussing, lunch Approx \$2000.00
- 18 breakfast & lunch on the 2nd day.
- 19 \$1000--
Subs for ACT.
- 20 Substitutes, food.
Not sure how much, approx. \$1,200-1,500.00
- 21 Did more with food.
- 22 sub cost
- 23 length of testing period (we collapsed the schedule into two days so snacks were provided during quick breaks) approx. \$300.00
- 24 Hard to estimate. Had to pay a lot of subs to cover classes for the TAC, and room supervisors.
- 25 several hundred (about 250)
- 26 Less subs for fewer days.
- 27 Substitutes to cover classes, monitor halls. I spent around \$600.00
- 28 We had 6 subs in the building and also purchased incentives for the students.
- 29 \$1500
- 30 Additional secretary hours, food for students, other issues. Total cost less than \$3000 for the district.

- 31 Cost of off site facility rental, transportation to site, food for proctors. Also incurred addition substitute teacher costs to cover the classes of those teachers proctoring the the test.
- 32 The cost of stop watches for test supervisors. About \$40.00
- 33 PROBABLY \$5,000 OR MORE
- 34 Yes the breakfastfor three days and subs to cover the test administrators on days 2 and 3
- 35 44 1/2 day subs
- 36 The MME was not more to administer, although administering the MME and MEAP-HST at the same time did increase the hours of clerical and administrative time needed to prepare.
- 37 Bought calculators, stop watches and milk container file storage containers for each classroom
- 38 All of the man hours to prepare and administer the test.
- 39 \$1,000
- 40 Training, cover classes, etc. Too much.
- 41 \$200.00
- 42 We had to pay for a substitute teacher to cover the class of our test supervisor and the additional training for ACT/MME
- 43 \$2,000.00 for assemblies
\$750.00 to bus seniors to college visit
\$1,000.00 for extra staffing
- 44 Had to hire five subs for three days to assist running our other classes.
- 45 We had to hire more peoople, retired teachers to proctor, tables because of the requirements for seating, breakfast, etc.
- 46 I was not involved w/MEAP testing;however, this was the first year that we provided breakfast. Also had we had to rent off-site facilities and furniture that would have made a huge diffrence. Luckily, ours was a no charge situation. We did hire substitutes for the day to help proctor at \$80+a day. This was an immediate cost of \$1200 for the three days of testing. Perhaps this would have been necessary for the MEAP as well.
- 47 double the cost of subs for test supervision and accomodations
- 48 Tons and tons of admin time. Space - we don't have the space to accomodate the testing requirements.
- 49 It is impossible to accurately calculate the tremendous amount of additional staff time this testing required. Obvious expenses were incurred because we paid several half time teachers to work extra hours and assist as proctors. Less obvious and harder to calculate was the cost of all the time our coordinators, assistant coordinators and accomodations coordinators had to spend preparing for the test. Other expenses included the cost of field trips held for our entire freshman class, snacks and lunch for our special ed extended time testers.
- 50 Additional staff needed to administer the MME, and providing breakfast all 3 days.
- 51 Just food and other incentives. About \$1000. It would have cost more if we had rented the tables.
- 52 Table rental, more proctors, about \$2,000.
- 53 approximately 17 substitutes
\$1,300 +
- 54 bussing for off-site administration
- 55 Cost of proctors
Time for set up, training for coordinators
\$5000.00
- 56 Teacher sub pay
- 57 Bus transportation
- 58 extra subs because of the accomodations testing. needing to have students with the same accomodation only in a room
- 59 Additional costs for bussing students to testing site, rental of one test site, and substitute teachers. We are currently calculating the total cost of MME.
- 60 Sub costs for Special Ed instructor to administer different timed tests. Snacks. \$200 sub costs. \$70 snacks
- 61 About \$500. Rented tables and snacks.
- 62 Trips, breakfast, DVD/CD players for testing accomodations
- 63 Had to pay teachers to cover the test on their conference hours
- 64 We did activities with our freshman and sophmores that added cost.

- 65 Not certain at this time.
- 66 Primarily, we spent much more administrative time preparing for the test event.
- 67 We had three teachers proctor the tests so we had sub costs for them @ \$65 per day each.
- 68 Proctor training; proctor costs.
- 69 a test supervisor, a back up supervisor and a lead proctor all were given extra pay, substitute teachers were hired to cover the second day of testing when teachers as proctors were testing
- 70 Absolutely. We closed our school and paid our test room supervisors. We also provided breakfast both days, a snack on day 1 and lunch on day two. Arrangements for the MEAP never required us to close school--restrictions were not as tight. Our rough estimate is that the two days probably cost in the neighborhood of \$20K.
- 71 subs to replace teachers absent
- 72 \$25 for breakfast foods.
- 73 Added subs (10 subs for 2 days). Pay teachers additional stipend. Money for guest speaker. Incentive program. Plan test for sophomores. It cost us around \$6,000 - \$7,000 more.
- 74 We picked up the tab for students who chose to have breakfast.
- 75 field trips, loss of 3 days of instructional time due to displacement of students = that equals dollars lost
- 76 N/A This is our first experience with State testing (we are a private school) so I have no history with the MEAP-HST
- 77 Approximately \$400 more in addition to indirect costs such as staff time to attend MME conferences, make clarifying phone calls, travel costs, etc
- 78 Not actual expenses, but less contact time with the rest of our students.
- 79 snacks for breaks 60.00 dollars
- 80 We provided breakfast and lunch on two days. The bill is over \$2000. The kids appreciated the extra effort on our part, but more importantly we needed to do it to ensure everyone stayed around to complete the testing.
- 81 In terms of teacher proctors, the MME was less expensive. Luckily, we had some pd time to use and could dismiss the other students so all teachers were available.
- 82 Because we were required to accommodate students for special testing provisions, we had to hire substitute teachers to cover classes. This took place over a two day period. Additionally, in an effort to provide the testing juniors with a semblance of nutrition and relaxation between testing, during the 15 minute break we provided health snacks and water. This was a cost accrued to our school budget and thankfully due to the cooperation of some of our parent community, we had enough available for everyone.
- 83 Many more proctors for regular testing and separate testing codes for special ed. required additional separate facilities and personnel.
- 84 Retired teachers were hired as proctors to help in the supervision.
- 85 We needed many more substitutes to cover the non-junior classes so that the junior teachers could proctor the tests.
- 86 sub. costs to have staff administer the test. \$1000.00
- 87 Substitute teacher to fill in for those supervising the testing. approx \$200
- 88 we tried to keep the cost down, but we had to spend about \$2,000 to administer the test.
- 89 Tables-\$350, substitute for one teacher-\$240.
- 90 We rented an offsite facility, but it was worth it.
- 91 We do not administer the MEAP.
- 92 We fed them after testing each day rather than have them eat school lunch.
- 93 Needed more testing staff, rented 8' tables for test. Estimated extra cost - \$2,500.00
- 94 For snacks and drinks for all three days.\$546.On Thursday we took the Juniors for Pizza Hut to Thank them for their effort.\$263
- 95 We had to have subs for the teachers who helped to proctor the test.
- 96 Additional staff responsibilities and time
- 97 Additional subs were needed because accommodations for Spec needs students..not sure of exact costs
- 98 We had to purchase DVD software to play the audio DVD for the test. WE purchased clocks for every testing room, not expensive but an additional \$100 or so. We chose to run a bus for those juniors who needed transportation, so we had a bus cost on a PD day. We also purchased a snack for break,again not much (\$40) but an expense. The drain on manpower was amazing with all the accommodations we had to run. For our school of 549, we had five rooms running for just accommodations!!

- 99 Extra Clerical time to prepare for testing
- 100 Renting of furniture, substitute teacher costs, field trips, free food estimated costs \$4,000
- 101 300.00
- 102 Cost of subs for teaching staff proctors. At least \$800- \$1000 cost.
- 103 Bathrooms that had been shut down for 20+ years had to be restored to accommodate kids since we housed another school for the test site.
- 104 Food, Additional monies for DVD machines and headphones.
- 105 Transportation to and from the off site location. Breakfast and snacks. Hired 2 substitutes for proctors. Over \$800.
- 106 We had costs on renting tables & chairs, paying for added custodial costs, paying for extra subs to cover for proctors and readers assigned to special education.
- 107 Off site rental, multiple subs for three days of testing and training, bus fees. Close to \$7,000
- 108 Had to have more substistutes
- 109 Had to provide lunches to the students at our off campus testing site. Cost was between \$400 to \$600 dollars
- 110 We incurred only a fraction more during the MME.
We had to rent tables/chairs; we had to have custodians set them up and tear them down each day as we had other events happening in the building. We had to hire subs for the three testing times; we hired hall monitors to secure the area. Over \$10,000.
- 112 More food, more subs, at least \$1000
- 113 It is hard to put a dollar amount on...professional development for the proctors, bussing issues, etc...
- 114 but I would have if I had gone off site. That was part of the decision; it was too expensive for busing.
- 115 Table Rentals...Snacks \$1000.00
- 116
Having to transport students required costs not associated with MEAP-HST (based on having building void of other students). Increased number of proctors required compared to MEAP-HST. For special education students, lack of technological support/hardware in the building required transportation of those students to another school building in the district. Increased support costs to meet deadline for mailing back materials.
- 117
The strict ACT testing guidelines meant staff had to be trained. Follow-up work was greater.
- 118 Cost of busses/drivers to testing site.
- 119 Substitute teachers for my teachers that were room proctors for room proctors, food
- 121 Extra staff to proctor the test.
- 122 Expenses for food.
For breakfast items & snacks + water. Due to the extreme and obnoxious length of this test, we felt that students needed some sustenance.
- 123
The cost of four subs to cover for our four teachers administering and proctoring the tests.
- 124 calling off school, renting tables, subs to cover on day two and three for proctoring
- 125 sectioning off the building. 280 a day for three days
- 126 Indirectly the amount of preparation time and man hours needed was enormous.
- 127 We needed to provide lunch due to testing going so long the first day.
- 128 Subs,training time,complexity,scheduling
I used more substitute teachers than in the past to keep all non-testers out of the area. It cost an extra \$1000 or so for that, and it took several hours to plan for the test by an assistant principal...I wouldn't be able to quantitate that. Plus the meetings we traveled to for training.
- 129
I don't know for a fact, but I would say yes, it seemed so. PArticularly around extended time for proctoring for accomodations. Also the time to document accomodations to ACT and the rigamaro with that
- 130
Subs for supervising the test. \$600
- 131 Table rental \$400
- 132
Because we are a 6 -12 building, we needed subs to cover classes that teachers had with the 7 - 8 grades while testing was going on.
- 134

2007 MI Merit Exam Administration

Results Overview

Ease to administer MME

314 responses – 50 printed

Date: 4/11/2007 5:37 AM PST

Responses: Completes

Filter: No filter applied

8. How would you rate on a scale of 1-5, with 5 being high, the ease of administration of the ACT?

Response

- 1 The test directions were clear and it was easy to give. The advance preparation was a pain, but now that we have gone through this once, it will be easier in the future.
- 2 Noot really an easier or harder than MEAP, other than being the first time to do it with ALL juniors
- 3 It was a great deal of time an effort planning and inservicing staff and students. However, it went better than any MEAP testing every did. The accomodations piece was certainly a lot more work.
- 4 Compared to the MEAPs, it was simple, but I gave it a 4 because of the preliminary information that had to be completed. Instead of having students fill out three different forms, it should have been just one form.
- 5 It was labor-intensive, but we pulled it off.
- 6 The test rules and directions were much more difficult to deal with than the old HST.
- 7 Had some trouble with ACT DVD's for special accomodation students
- 8 Extreme testing conditions that take place. We always try to do things right, but the ACT is up a notch.
- 9 The actual administration on test day is straight forward. Adapting a schoolday schedule to accommodate the testing in a manner that ensured the integrity of the test created some challenges
- 10 We put a lot of effort into maintaining a meaningful schedule for grades 9, 10, & 12.
- 11 a lot of time and coordination, training of staff, did not appreciate all the last minute updates for corrections from emails
- 12 Part of it was it being new and different. Part was the lenght of the test. The wording of this question is deceptive.
- 13 Our ACT testing went well. We had some technical issues with the DVD's for students needing accommodations.
- 14 The MEAP was not perfectly easy, but my counselors more than double the amount of time they needed to get this set up for the ACT. It was a logistical problem that I have not seen with the MEAP. I have been a district MEAP coordinator so I know what is involved from an organizational perspective. What these couselfors had to do was much more time consuming and stressful.
- 15 Too many rules for administering before, during, and after
- 16 We got our students very acclimated before the test. It was well organized and well received. We tested 99% of our eligible 11th graders. That is excellent for our district.
- 17 The requirements and constraints made it very difficult.
- 18 Packets and instructions were self explanatory
- 19 The paperwork and timelines for processing was more difficult then the test administration. On balance a 3 seemed appropriate.
- 20 Except for the long list of do's and don'ts staff felt well supported and questions were answered promptly and with little problems. For future years we will concentrate more on preparation of the students.
- 21 Great details provided. All materials were there - unlike the MME parts of the test.
- 22 Time intensive and very labor heavy.
- 23 Well organized, thorough. Little margin for error or interpretation.
- 24 We were prepared.
- 25 very easy to follow for the most part
- 26 It required a lot more prep time and teacher in-service, however having the other grades stay home made it easier than MEAP.
- 27 Administration is not difficult but it is very time-consuming!
- 28 The stress leading up to the time of the test was incredible. However, because of that, my proctor and I got as much ready on the preceeding Friday as possible, and read and re-read the manuals. We also were fortunate to be able to set up the room ahead of time. Test day was actually smoother than anticipated.
- 29 Lots of rules for day 2 and 3 which was difficult with school in session

- 30 It just seemed more organized. Maybe we put more emphasis on it.
- 31 We had to test 530 students and had to have accomadations for over 50 of those tested. We therefore had to shut down half of the school and move classes for all sophomores.
- 32 The ACT went really smooth, but there were several hours of preparation into planning the logisitics and preparing the room supervisors.
- 33 Our organization was well done due to advanced planning.
- 34 The prep, paperwork and specific sorting of the materials was VERY time consuming.
- 35 More, specific training of staff was required, but they stepped up and did a very good job.
- 36 Keeping documents locked until test day made it difficult for staff to become comfortable with the test.
- 37 Giving the test and training the proctors isn't a problem but complying with all the 'rules' for ACT is a pain.
- 38 The testing itself went very smoothly, however the preparation to have it go so smoothly was very intense.
- 39 The administration directions/restrictions were very tight. Lucky for us we, being a 6-12 building, scheduled a prof. dev. day for 6-8 staff and had the building to ourselves. We worked from 0800 to 1300 hours.
- 40 Went very smoothly and the students did a nice job working on test!
- 41 The restrictions associated with the ACT were different and the newness required getting used to.
- 42 EVERYONE TOOK IT SERIOUSLY - BETTER THAN EVER BEFORE. PART MAY HAVE BEEN THE ACT, PART MAY HAVE BEEN THE OFF-SITE. IT WAS EXTREMELY HARD SETTING IT UP, BUT AS FAR AS THE ADMINISTRATION OF IT WENT, IT WENT AS WELL AS WE COULD HAVE WANTED
- 43 With 450 kids to test, it is a large task to make sure all restrictions are followed.
- 44 Difficult to set up testing site, allocation of staff to administer the test, training staff to administer the MME.
- 45 once all of the leg work was done it went ok, seemed to be quite a bit more preparation for the test
- 46 The ACT is much better organized/structured. The directions and protocols are very clear and easy to follow.
- 47 All happened on one day in one testing room.
- 48 This is the worst test the state has ever required. We should only have the ACT and the Work Keys.
- 49 Instructions clear. Expectations clear. No Screw ups and numerous last minute "updates" like those that came from the State regarding the Michigan portion...
- 50 Too many rules to follow.
-

2007 MI Merit Exam Administration

Results Overview

Value ACT/MME vs. MEAP-HST
381 responses – 100 printed

Date: 4/11/2007 5:45 AM PST

Responses: Completes

Filter: No filter applied

19. Did you get a sense that your students valued the ACT/MME time more than past students doing the MEAP-HST?

Response

- 1 Taking them off site demonstrated to them that we were taking this more seriously than in the past, so I think it had an effect on them to try harder in most cases.
- 2 I think the MEAP-HST was taken serious by most students as well, but the college entrance score seemed to add a seriousness to the test.
- 3 This is the first time in 20 years I've seen all our students appear to take the testing seriously.
- 4 Because of the class meeting outlining the value of the test students approached the test with higher hopes for doing well.
- 5 I think students appreciated the opportunity for the ACT test.
- 6 They just did what they were asked to do.
- 7 They appeared to be focused and taking the exam seriously.
- 8 I think that the urgency on the part of the staff was a clear message htat kids responded to, plus they knew that they did ot have to pay for the ACT if taken now.
- 9 Only the ACT portion.
- 10 Without question, this was taken far more seriously by the entire student body, both college bound and non-college bound.
- 11 Am not sure if the opportunity to take the ACT - a well-known, highly regarded (for lack of a better term) test helped, or if we did a better job at prepping students. The incentive of college money could be playing a role, too. This year was the best attitude I have seen on students in 15 years - whether regular ed or alt. ed.
- 12 Absolutely!
- 13 Our presentation was very professional and of importance. The students reacted to the presentation of importance.
- 14 Yes, but they were exhausted after taking the rest of the MME.
- 15 Students are anxious for their results. Also, they used the testing website for extensive practice at home under parental supervision. This is from parents.
- 16 We gave students practice tests and gave the sense of value of the test.
- 17 they valued the day one, day two and three were not so
- 18 They valued greatly the ACT portion and did NOT care about the MME
- 19 Unsure, some yes...
- 20 We emphasized that the ACT portion gets you into college, whereas the MME gets you money for college.
- 21 The ACT and WorkKeys are easy sells. Anything from the state is not.
- 22 college-reportable scores at no cost to them:)
- 23 Our students worked very seriously on the MME.
- 24 No. I think the same % took it seriously as did the MEAP.
- 25 Students who would not have chosen to take the ACT on their own (i.e. those not headed to 4 year universities and special ed students) reported feeling overwhelmed by day one testing. Others, including our best and brightest, reported feeling overwhelmed by three days of testing and many had obviously stopped trying to do their best by the end of day 3.
- 26 We made it a graduation requirement, and they appeared to give the ACT/MME a better effort.
- 27 We've always stressed the importance
- 28 inclusion of ACT raised attention
- 29 Our staff worked hard on making sure students knew the importance and also did some ACT prep to help students feel more comfortable.

30 Students are aware of the ACT and associate scholarship money with it.

31 Better focus; took more seriously by more students

32 About the same

33 Particularly the ACT portion

34 but we made it a graduation requirement to take test and make a positive effort

35 We still had some students who didn't try.

36 We made it a graduation requirement so that helps.

37 Maybe, because it has been drilled them.

38 N/A This is our first experience with State testing (we are a private school) so I have no history with the MEAP-HST

39 They grew frustrated however at the length. It seemed like a great deal of redundancy between the various tests.

40 The high achievers did; our numerous special ed kids valued it but were blown away by a test that was way over their reading levels.

41 I'm not sure I would say they valued the time more. They definitely took it more seriously. Their attention to the task was wonderful, although they were very tired by the end of Day 3.

42 ACT --yes, definitely valued more. ACT WorkKeys and the remainder of the MME---were not valued nearly as much as the ACT. Test fatigue obviously figured in to student concentration after the ACT was finished

43 Day one I was excited at the enthusiasm of the students. By day 3 they were completely worn out. Having the writing portion of the test on day 3 was not a good choice of sequence.

44 We stressed the importance.

45 The ACT carries credibility and students took the whole test very serious. The \$4000.00 Michigan Promise Scholarship also helps with motivation.

46 Our students were extremely excited about the opportunity to take the MME because of the ACT component. In addition, we created a testing environment by moving from classroom testing to a "Real World of Testing" environment, for both our practice test and the MME. Students were very attentive and well behaved. They took this test seriously. They are now anxious awaiting there scores! :)

47 Students took this more seriously as they understood the significance of its use for college admissions.

48 They saw the importance placed on the test by all staff members.

49 The idea of \$4000.00 for completion made the impact

50 The students as well as the staff seemed to take the test much more seriously

51 I beleive they took it more serious. I wouldn't say they valued the testing.

52 They took this test much more serious that they have with the past HST.

53 They were highly stressed - more so than with MEAP.

54 The ACT portion really helped this. They saw a purpose that was missing with the MEAP.

55 ACT -- Yes
Workkeys -- Yes
MME -- No

56 I think it seemed more important because we went off campus to Northern Michigan University and we took it more seriously.

57 ??

58 A high percentage of college bound students make this a worthwhile test for them.

59 No real basis for comparison.

60 We rewarded students who had perfect attendance for the testing.

61 We did an excellent job of motivating our students.

62 We stressed the need to take all 3 days of testing much more this year than previous years

63 Maybe some college bound students and the ACT

64 Absolutely

65 They struggled with the ACT more than our students did with the MEAP.

66 ACT - Yes; Work Keys, etc. - So / So; Spec Ed - a much smaller percentage for either part.

- 67 They seemed to take the ACT portion more seriously than the MEAP add-on tests.
- 68 the ACT yes- the rest they ignored
- 69 Only on the ACT component of the testing
- 70 Generally speaking, staff noticed more students trying, using all of their time, fewer students bubbling in answers and going to sleep, and more students taking advantage of test prep opportunities.
- 71 VERY difficult for us to find someone to be the coordinator. Had to use a very jr. staff member because of relative connections.
- 72 There was tension, and students thought it was a bigger deal. I don't know if that means they valued it, but they did see it as more important and tougher.
- 73 But it was also EXHAUSTING to most of them. They felt they hadn't been tested like the ACT before and were taken by surprise how long and grueling it was.
- 74 Structure created more urgency to be there.
- 75 We tried to instill the importance into them and being the ACT meant more.
- 76 Lots of requests for study materials.
- 77 I think they valued it more but time will tell.
- 78 Again I feel this is due to the alternative population resenting the greater number of rules and not being as focused on college
- 79 Much more!
- 80 But, no less
- 81 We did make it a graduation requirement to take the test.
- 82 Absolutely! Our juniors amazed me at how seriously they took the test...they showed up on time, prepared, returned from breaks in a timely fashion. I was glad to see the attitude carried over to Day 2 testing.
- 83 There were still some who just bubbled.
- 84 Only because we spent a great deal of time going through the reasons and benefits of the testing with them. Prior to that, it was just another MEAP.
- 85 I fear the value will diminish if the scores are difficult to interpret or if they take as long to get back to the schools as the MEAP results did.
- 86 We made it a requirement for graduation.
- 87 We just intimidated them on how important this was for college and the scholarship.
- 88 The ACT added that component, but frustration came from the stress of the magnitude of testing with all components.
- 89 This group has a good work ethic and attitude about the whole testing issue. Other groups may not be as cooperative. Just depends on the group going through
- 90 only because we made it a condition for graduation
- 91 The ACT part yes. They are already talking about the additional days.
- 92 Students, staff, and parents valued this test more than the MEAP
- 93 But, only the ACT part.
- 94 Yes...but in order to get all students to test, we incorporated it as a graduation requirement (each student will test and give reasonable best effort in order to graduate).
- 95 Much more hype and press coverage generated a higher sense of value.
- 96 I am not sure we made taking the test a graduation requirement. Which I know made students show up to take it.
- 97 Absolutely!
- 98 The ACT and Work Keys have a meaning and purpose for students in terms of college and career readiness.
- 99 Although this junior class is, on average, more academic-minded than last year's class.
- 100 Our students took the test seriously and there were no disruptions unlike MEAP tests of the past.

2007 MI Merit Exam Administration

Results Overview

Retakes

377 Responses – printed 79

Date: 4/11/2007 5:48 AM PST

Responses: Completes

Filter: No filter applied

20. How many students are now scheduled for re-takes?

#	Response
1	16
2	12
3	10 total (10 day 1, 8 for day 2 & 3)
4	3
5	0
6	3
7	2
8	2
9	all are expected to that missed one or more days
10	6
11	0
12	ca. 17
13	6
14	6 the 1st day 2-3 for the 2nd and 3rd day
15	0%
16	5
17	8
18	3
19	5
20	11
21	3
22	22
23	7 day 1, 5 day 2, 4 day 3
24	3 for ACT, 6 for MME
25	5-7
26	2 for ACT, 4 for Work Keys, 8 for Science/SS
27	27
28	5-7
29	5
30	16
31	3
32	2
33	5 ACT and 7 for days 2 and 3
34	1 for day one, 2 for day two, 4 for day 3.
35	20

36 1
37 8
38 10
39 14 students must make up at least one part
40 3
41 6-8
42 Less than 12
43 Two students will retake Day 2 and 1 will retake 3
44 have been gone to a conference after testing date
45 around 70
46 NO MORE THAT 21 OF THE 300
47 5
48 5
49 29 ACT/40/59 for day 2 and 3
50 three, one for day one, two for day three
51 4
52 17
53 6-12
54 2
55 19
56 15
57 1
58 0
59 day 1 (23) day 2 (21) day 3 (31)
60 3
61 13-14
62 We have 3,4 and 6 scheduled for the three days.
63 I do not have that number
64 13, 8, 6 on Day 1, 2, 3
65 six out of 60
66 3
67 ???- sp.ed. extended time still testing - maybe 3
68 4
69 2
70 Depending on the day, about 10
71 10
72 13
73 2
74 6
75 2
76 approx. 10
77 6
78 2
79 ZERO!!!